School plan 2015 – 2017

Warwick Farm Public School 3678
### School vision statement

At Warwick Farm Public School we believe that quality education occurs through transparent collaboration involving students, staff, parent/caregivers and the wider school community. Working effectively together and understanding individual and group aspirations will afford our students with the best opportunities to develop academic, personal and interpersonal skills that will equip them to become productive members of the 21st Century.

We aim to create an aspirational school environment where everyone is actively participating in learning and staff consistently model the skills of 21st Century learning; adaptability, creativity, critical thinking, collaboration, communication, analytical, curiosity and initiative.

Warwick Farm Public School is thriving to develop a sustainable, visionary, proactive culture of acceptance, positive teamwork, and the ability to continually improve practices and systems to enhance outcomes for all members of the school community.

### School context

Warwick Farm Public School is a small, culturally diverse (over 40 different nationalities represented) government public school in South Western Sydney. It is set on spacious, attractive grounds and is part of the Liverpool network of schools.

The school has 10 stage-based regular classes and has stable, experienced staff members who are focused on delivering student directed, effective and evidence based teaching programs to improve student outcomes.

We have a number of specialised teachers at the school to cater for the broad range of needs within our community. These teachers include English as an Additional Language or Dialect (EAL/D), Reading Recovery and Learning and Support.

4% of students are Aboriginal and Torres Strait Islander and there has been an increase in the number of refugee families on Temporary Visas. The school has a high mobility rate, 33% in 2014.

The school has established and maintains strong interschool and community partnerships as part of the vision to enable students to have positive experiences within and beyond the school grounds. The school receives funding through the Resource Allocation Model (RAM): Socio-economic Background with the calculated equity loading determined by FEOI at 146.

### School planning process

The School Plan has been developed through collaborative consultation with all members of the school community. There has been a variety of consultative platforms for all stakeholders to have participated in and the information gathered has been used to formulate the vision, directions and improvement measures set out in the plan.

Staff – School Excellence Framework rubric and strategic direction committees

Students and Parents – survey feedback

- Analysis of student achievement data, including detailed NAPLAN analysis and PLAN Data
- Student discussions - formal and informal and surveys
- Parent Surveys and Forum discussion-formal and informal
- Staff Surveys
- Classroom Observations
- Student Welfare Data
- Suspension Data
- Student Attendance Records
- OASIS Finance Reports
- Teacher and Executive Accountability Records
- Learning Support Team Data
- Community Sources
- Student Mobility Data

The school community, staff, students and parents, will continue to be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to adjust our future planning.
Warwick Farm School strategic directions 2015 - 2017

**Aspirational Learning**

**Purpose:**
To support students to reach their full potential across all domains - academic, social, physical and emotional through the implementation of effective, evidence based practices and programs.

This strategic direction focuses on student directed learning by integrating formative assessment techniques with 21st Century Learning skills. These elements will provide students with greater connectivity to and ownership of their learning experiences, the ability to become resilient, self-reflective learners as well as prepare them to thrive in the 21st Century.

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**Aspirational Teaching and Leading**

**Purpose:**
Effective, relevant teaching and learning programs are regularly reviewed and revised to ensure that they are current and meet the needs of all students.

Teachers need to adequately analyse data, incorporate student and peer feedback against the Quality Teaching framework to evaluate the effectiveness of their own practice.

It is fundamental that teachers facilitate an environment where students can make strong, productive connections in and beyond the school.

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**Aspirational Community Involvement**

**Purpose:**
At Warwick Farm Public School the diverse cultural backgrounds within our community provide access to rich value based learning experiences thus enabling them to be ethnically sensitive and able to thrive in the multi-cultural world we now live in.

We understand that improving student outcomes is the responsibility of the whole school community. The school forges strong, collaborative relations with parents, community organisations and other local schools in order to create a protective, respectful and empowered environment.
### Strategic Direction 1: Aspirational Learning

**Purpose**
To support students to reach their full potential across all domains - academic, social, physical and emotional through the implementation of effective, evidence based practices and programs.

This strategic direction focuses on student directed learning by integrating formative assessment techniques with 21st Century Learning skills. These elements will provide students with greater connectivity to their learning experiences, the ability to become resilient, self-reflective learners as well as prepare them to thrive in the 21st Century.

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<td>- Student achievement – improved learning outcomes measured through NAPLAN, PLAN data, effect size</td>
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**Students:**
- Will develop critical thinking and problem solving skills, be innovative and able to work collaboratively and where necessary lead a variety of groups.
- Warwick Farm Public School students will become adaptable, curious and imaginative learners through their abilities to accurately access and analyse information. The students will develop effective oral and written communications skills.

**Staff:**
- Teachers will develop their knowledge of, and ability to use formative assessment strategies and 21st Century Learning skills to improve student learning attitudes and outcomes.

**Parents/Carers:**
- Become more active participants in their child’s learning as they will have access to workshops/seminars that explains the 21st Century Learning practices being implemented.

**Community Partners:**
- Liaise with similar schools to enhance current practices and share professional knowledge and resources.

**Leaders:**
- Model 21st Century and Learning Intentions and Success Criteria (LISC) philosophies when delivering professional learning sessions
- Actively promote creative leadership that is responsive to need

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- Teacher professional learning for staff in formative assessment practices and associated 21st Century Learning skills.
- Stage planning days to establish terms goals then backward map learning experiences that embed 21st Century Learning skills and strategies into the teaching and learning cycle.
- Supporting the whole community to set and articulate individual, class, stage and whole school goals using Learning Intentions and Success Criteria (LISC).

**Evaluation Plan**
- Quality Teaching rounds will focus on formative learning and 21st Century Learning skill development of students.
- Implementing a range of formative assessment techniques to enable students to make connections with prior learning and goal setting and recognition of achievement.
- Leaders monitoring evidence of Formative Assessment and 21st Century Learning within classrooms, programs, observations and professional dialogue.
- Impact of teaching and learning programs by measuring the effect sizes based on standardised testing.

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- Student achievement – improved learning outcomes measured through NAPLAN, PLAN data, effect size
- Student attitude to learning – growth mindset measured through the language students use to write own goals/type of goals

**Product:**
- Students gain the necessary skills to thrive with the rapid changes of the 21st Century

**Practice:**
- Parent engaged/participating in workshops about 21st Century Learning and Learning Intentions and Success Criteria (LISC)

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Teachers using formative assessment, setting Learning Intentions and Success Criteria (LISC) using knowledge of student achievement, feedback, backward mapping to plan learning and this it is visible in their classroom practice as well as teaching and learning documentation.

**Product:**
- Students identifying own learning goals and strategies to reach goals based on their knowledge of where they are, where to next, what they need to do to achieve these goals.
### Strategic Direction 2: Aspirational Teaching and Leading

#### Purpose

Effective, relevant teaching and learning programs are regularly reviewed and revised to ensure that they are current and meet the needs of all students.

Teachers need to adequately analyse data, incorporate student and peer feedback against the Quality Teaching framework to evaluate the effectiveness of their own practice.

It is fundamental that teachers facilitate an environment where students can make strong, productive connections in and beyond the school.

### Improvement Measures

- **100% staff developing, implementing and reflecting upon continuous aspirational Performance and Development Plans (PDP)**
- **Deep knowledge and application of Covey’s 7 Habits as part of the Leader in Me initiative**
- **100% of Teachers adding value to current teaching and learning practices as a result of actively participating in the processes of Quality teaching rounds**

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Quality teaching and learning programs that align with the Professional Standards will create engaged, enthusiastic learners.

**Staff:**
- Create a non-judgemental, positive/trusted professional learning environment so that constructive feedback during Quality Teaching (QT) rounds adds value to current practice.
- Actively participate in training opportunities that centre upon becoming 21st Century teachers.
- Provide a greater range of leadership opportunities for all staff to engage in.

**Parents/Carers:**
- Provision is made for parents/carers to engage in training sessions on how they can incorporate the Leader in Me philosophies and practices within their homes.

**Community Partners:**
- Create productive relationships with external sources to improve educational opportunities for staff and students.

**Leaders:**
- Participate in a range of professional development activities to broaden qualities in order to effectively model current, evidence based leadership skills.

#### Processes

**How do we do it and how will we know?**

- Provide access to a range of teacher professional learning opportunities to deepen staff understanding and knowledge of new curriculum.
- Develop staff knowledge and understanding of the Professional Teaching Standards and how this connects to quality teaching.
- Provide a framework and ongoing support to assist staff in developing aspirational individual learning plans.
- Scaffold the implementation of Quality Teaching Rounds so that staff have an understanding of the purpose as well as feel confident to become a committed participant.
- Model effective leadership capabilities and provide opportunities for building teacher capacity to lead others in learning.

**Evaluation Plan**

- MyPL@Edu and BOSTES professional learning logs
- School Excellence framework matrix
- AITSL – Australian Professional Standard for Principals: Leadership profiles

#### Products and Practices

**What is achieved and how do we measure?**

- **100% of staff developing continuous aspirational Performance and Development Plans (PDP) focusing on 21st Century Learning skills (analysing data, creative, critical, agility adaptable, oral and written skills).**
- **Deep knowledge and application of Covey’s 7 Habits as part of the Leader in Me initiative.**
- **100% of Teachers adding value to current teaching and learning practices as a result of actively participating in the processes of Quality teaching rounds.**

**Product:**
Confident teachers who regularly reflect on their practices using the Professional Standards, student and peer feedback as measures.

**Product:**
100% increase in confidence to identify and utilise 21st Century Learning skills.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
Quality Teaching (QT) rounds for reflective purposes with each project introduced to ensure consistent teacher judgment/implementation and alignment to the standards.
Strategic Direction 3: Aspirational Community Involvement

**Purpose**

At Warwick Farm Public School we understand that improving student outcomes is the responsibility of the whole school community.

The school forges strong, collaborative relations with parents, community organisations and other local schools in order to create a protective, respectful and empowered environment.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Participate in a range of learning activities within and outside the school to broaden their ability to make a variety of sustainable connections.

**Staff:**
- Engage in networking opportunities within and outside the school.
- Professional development in the Leader in Me and any systems as a result of the Behaviour Management Action Plan.

**Parents/Carers:**
- 100% of parents are aware of the teaching practices of The Leader in Me.
- Increased participation in the development, implementation and review of school initiatives, procedures and practices.

**Community Partners:**
- All visitors to Warwick Farm are provided with the expectations to ensure consistency.
- All stakeholders are aware of language and behaviour processes for working with students.

**Leaders:**
- Facilitate and connect with a range of community networks to gauge and enhance their leadership capabilities.

**Processes**

How do we do it and how will we know?

- The Leader in Me to create a sustainable shared values system that is embedded across all elements of the school community.
- Behaviour Management Action Plan to reform current whole school systems so that the behaviour management structure is centred on positive reinforcement.
- Facilitate links with community organisations to enhance student outcomes.

**Evaluation Plan**

- Collection of behaviour management data and periodic checking of incident numbers and types and the impact that the Leader in Me has had on reducing these.
- Survey of staff, students and community members
- Attendance monitoring
- Learning and Support Team efficiency and ability to upskill staff to be able to support all needs within the school.

**Products and Practices**

What is achieved and how do we measure?

- Vision and values consistently implemented across all aspects of school life. 100% surveyed (students, staff, parents and wider community) stating why we have values, what the values are and how we know they are being embedded.
- Increase in teacher abilities to appropriately deal with inappropriate behaviours, evident by fewer suspensions, behaviour slips, increased engagement.

**Product:**
- Productive Learning and Support Team support teachers to develop, implement and evaluate effective Personalised Learning and Support Plans.

**Product:**
- Heighten teacher ability to differentiate teaching and learning programs to cater for the diverse learning needs within their class.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Staff reflect on the changes that successful implementation of The Leader in Me has had on classroom engagement and learning.

**Practice:**
- Students demonstrate that they are confident, engaged learners in all settings through following the Leader in Me explicitly taught expectations.

**Improvement Measures**

- Vision and values consistently implemented across all aspects of school life. 100% surveyed (students, staff, parents and wider community) stating why we have values, what the values are and how we know they are being embedded.
- Increase in teacher abilities to appropriately deal with inappropriate behaviours, evident by fewer suspensions and behaviour slips.